



Montana Office of Public Instruction
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www.opi.mt.gov/IndianEd

Model Lesson Plan

Social Studies

Grade 6

Topic 3 - Interpreting and Applying Information to Support Conclusions and Solve Problems

Stage 1 - Desired Results

Established Goals:

- Use information to support statements and practice basic decision making strategies, in real world contexts (e.g., individual and group research projects, class elections, playground and classroom rules) [GLE 6.1.1]
- Describe factors causing conflict and contributing to cooperation among groups (e.g., playground issues, misunderstandings, listening skills, taking turns). [GLE 6.2.1]

Understandings:

- Students will know why and how misunderstandings in cross-cultural settings occur. [It's easy to misinterpret things people do in a cross-cultural setting. To keep from misunderstanding the behavior of individuals from another culture, you have to try to see the world from their point of view, not just yours.]
- Students will use accurate information to support statements they make in discussions of other cultures. Accurate information is supported by facts and reasoned judgments; an explanation made up of only opinion is probably not very helpful.
- Students will apply listening skills and point of view context as a means to identify misunderstandings and making reasoned judgments. Points of view and context(s) of a situation (the setting) should always be accurately identified in order to prevent misunderstandings.
- Students will continue to practice the steps of good decision making in classroom contexts involving rules enforcement, listening skills, resolving misunderstandings, and understanding the other person's point of view (review)

Essential Questions:

- How can I learn to see things from another culture's point of view? Why is it important?
- What skills do I need to have?
- If you did develop these skills, how could it lead to greater harmony and understanding right in your own school and community?

Students will be able to...

- Demonstrate the skills of careful listening during discussions about MT Indians, make reasoned judgments in classroom discussions and assignments, and apply reading, writing, and listening skills to identify opinions and facts.
- Consistently demonstrate their abilities in recognizing and tolerating the beliefs and actions of others in academic and non-academic situations.
- Keep a log of the new words learned, notes required, assignments completed, and review information at intervals decided by the teacher.

Stage 2 - Assessment Evidence

Performance Tasks:

- Demonstrate their understanding of a situation, from another culture's point of view.
- Demonstrate their respect of another's beliefs and actions, even though these differ from one's own beliefs and ideas.
- Apply the skills of careful listening, making reasoned judgments based on good information, recognizing and tolerating the beliefs and actions of others.
- Demonstrate an understanding of the differences between opinions and facts.

Other Evidence:

- Utilize the listening rubrics during classroom discussions, and score themselves during the discussions (this contributes to workplace competencies).
- Demonstrate an understanding of the factors causing conflict and contributing to cooperation among groups (misunderstandings).



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Stage 3 - Learning Plan

Learning Activities:

- W= Students receive the assignment and expectations, including the list of vocabulary and concepts they are expected to know, the Essential Questions, Understandings, and the materials they need to complete their work. They will need the worksheets described in the lesson plan that follows.
- H= Teacher and students discuss the big ideas and Essential Questions. These Essential Questions may have more than one answer, depending on viewpoints expressed. Essential questions are designed to make students think carefully.
- E= Teacher guides discussion and class activities, ensuring that students as a group, and in discussion, understand the implications of aspects of a culture. Respect for all viewpoints should be honored by all students.
- R= Students discuss what they have learned in small groups. The purpose is to learn more, and where necessary, revise their ideas, based on their understandings. It is essential that all viewpoints are honored.
- E= Students evaluate their work, telling (write/tell) what they have learned about culture (this can be in a journal, or in their notes—but these should be retained by the student as a part of their work efforts on this assignment).
- T= Students who are not able to complete all features of the assignment (they may have an IEP, for example) should complete activities based on their different needs and abilities.
- O= This will take several days for the assignments and discussion. Discussion of essential questions about culture is essential; this sets up the work. These learnings about culture will be used and referred to throughout the year.

Teacher Resources:

- Make a copy of the Student Glossary, Topics 3-4 [this is a single page] for each student, and ensure that students place these in their notebooks. These vocabulary terms will be used with topics 3-4, and with future lessons.
- Viewpoint and Evidence Organizer. One for each student. This is an organizer used in both fiction and nonfiction to help students analyze author's opinion and the evidence regarding its support. [Adapted from Great Source Education Group's Reader's Handbook: A student Guide for Reading and Learning, 2002. Many reading texts and social studies texts have similar formats for this.]
- Utilize lessons from your reading series or your social studies materials which remind students of propaganda techniques. These techniques should be taught over the course of the year, utilizing fiction and non-fiction materials—some of these materials as applied in lessons should directly pertain to MT Indians and MT Indian tribes. THIS SET OF SKILLS IS ESSENTIAL FOR GRADE SIX STUDENTS. [See suggestions for the propaganda techniques/skills to be taught, as shown below]